



Observation Option # 2	Rating 1 The Score is 1.00 to 1.50										Rating 2 The Score is 1.51 to 2.00										Rating 3 The Score is 2.01 to 2.50										Rating 4 The Score is 2.51 to 3.00										Rating 5 The Score is 3.01 to 3.50										Rating 6 The Score is 3.51 to 4.00										Rating 7 The Score is 4.01 to 4.50										Rating 8 The Score is 4.51 to 5.00										Rating 9 The Score is 5.01 to 5.50										Rating 10 The Score is 5.51 to 6.00										Rating 11 The Score is 6.01 to 6.50										Rating 12 The Score is 6.51 to 7.00										Rating 13 The Score is 7.01 to 7.50										Rating 14 The Score is 7.51 to 8.00										Rating 15 The Score is 8.01 to 8.50										Rating 16 The Score is 8.51 to 9.00										Rating 17 The Score is 9.01 to 9.50										Rating 18 The Score is 9.51 to 10.00										Rating 19 The Score is 10.01 to 10.50										Rating 20 The Score is 10.51 to 11.00										Rating 21 The Score is 11.01 to 11.50										Rating 22 The Score is 11.51 to 12.00										Rating 23 The Score is 12.01 to 12.50										Rating 24 The Score is 12.51 to 13.00										Rating 25 The Score is 13.01 to 13.50										Rating 26 The Score is 13.51 to 14.00										Rating 27 The Score is 14.01 to 14.50										Rating 28 The Score is 14.51 to 15.00										Rating 29 The Score is 15.01 to 15.50										Rating 30 The Score is 15.51 to 16.00										Rating 31 The Score is 16.01 to 16.50										Rating 32 The Score is 16.51 to 17.00										Rating 33 The Score is 17.01 to 17.50										Rating 34 The Score is 17.51 to 18.00										Rating 35 The Score is 18.01 to 18.50										Rating 36 The Score is 18.51 to 19.00										Rating 37 The Score is 19.01 to 19.50										Rating 38 The Score is 19.51 to 20.00										Rating 39 The Score is 20.01 to 20.50										Rating 40 The Score is 20.51 to 21.00										Rating 41 The Score is 21.01 to 21.50										Rating 42 The Score is 21.51 to 22.00										Rating 43 The Score is 22.01 to 22.50										Rating 44 The Score is 22.51 to 23.00										Rating 45 The Score is 23.01 to 23.50										Rating 46 The Score is 23.51 to 24.00										Rating 47 The Score is 24.01 to 24.50										Rating 48 The Score is 24.51 to 25.00										Rating 49 The Score is 25.01 to 25.50										Rating 50 The Score is 25.51 to 26.00										Rating 51 The Score is 26.01 to 26.50										Rating 52 The Score is 26.51 to 27.00										Rating 53 The Score is 27.01 to 27.50										Rating 54 The Score is 27.51 to 28.00										Rating 55 The Score is 28.01 to 28.50										Rating 56 The Score is 28.51 to 29.00										Rating 57 The Score is 29.01 to 29.50										Rating 58 The Score is 29.51 to 30.00										Rating 59 The Score is 30.01 to 30.50										Rating 60 The Score is 30.51 to 31.00										Rating 61 The Score is 31.01 to 31.50										Rating 62 The Score is 31.51 to 32.00										Rating 63 The Score is 32.01 to 32.50										Rating 64 The Score is 32.51 to 33.00										Rating 65 The Score is 33.01 to 33.50										Rating 66 The Score is 33.51 to 34.00										Rating 67 The Score is 34.01 to 34.50										Rating 68 The Score is 34.51 to 35.00										Rating 69 The Score is 35.01 to 35.50										Rating 70 The Score is 35.51 to 36.00										Rating 71 The Score is 36.01 to 36.50										Rating 72 The Score is 36.51 to 37.00										Rating 73 The Score is 37.01 to 37.50										Rating 74 The Score is 37.51 to 38.00										Rating 75 The Score is 38.01 to 38.50										Rating 76 The Score is 38.51 to 39.00										Rating 77 The Score is 39.01 to 39.50										Rating 78 The Score is 39.51 to 40.00										Rating 79 The Score is 40.01 to 40.50										Rating 80 The Score is 40.51 to 41.00										Rating 81 The Score is 41.01 to 41.50										Rating 82 The Score is 41.51 to 42.00										Rating 83 The Score is 42.01 to 42.50										Rating 84 The Score is 42.51 to 43.00										Rating 85 The Score is 43.01 to 43.50										Rating 86 The Score is 43.51 to 44.00										Rating 87 The Score is 44.01 to 44.50										Rating 88 The Score is 44.51 to 45.00										Rating 89 The Score is 45.01 to 45.50										Rating 90 The Score is 45.51 to 46.00										Rating 91 The Score is 46.01 to 46.50										Rating 92 The Score is 46.51 to 47.00										Rating 93 The Score is 47.01 to 47.50										Rating 94 The Score is 47.51 to 48.00										Rating 95 The Score is 48.01 to 48.50										Rating 96 The Score is 48.51 to 49.00										Rating 97 The Score is 49.01 to 49.50										Rating 98 The Score is 49.51 to 50.00										Rating 99 The Score is 50.01 to 50.50										Rating 100 The Score is 50.51 to 51.00										Rating 101 The Score is 51.01 to 51.50										Rating 102 The Score is 51.51 to 52.00										Rating 103 The Score is 52.01 to 52.50										Rating 104 The Score is 52.51 to 53.00										Rating 105 The Score is 53.01 to 53.50										Rating 106 The Score is 53.51 to 54.00										Rating 107 The Score is 54.01 to 54.50										Rating 108 The Score is 54.51 to 55.00										Rating 109 The Score is 55.01 to 55.50										Rating 110 The Score is 55.51 to 56.00										Rating 111 The Score is 56.01 to 56.50										Rating 112 The Score is 56.51 to 57.00										Rating 113 The Score is 57.01 to 57.50										Rating 114 The Score is 57.51 to 58.00										Rating 115 The Score is 58.01 to 58.50										Rating 116 The Score is 58.51 to 59.00										Rating 117 The Score is 59.01 to 59.50										Rating 118 The Score is 59.51 to 60.00										Rating 119 The Score is 60.01 to 60.50										Rating 120 The Score is 60.51 to 61.00										Rating 121 The Score is 61.01 to 61.50										Rating 122 The Score is 61.51 to 62.00										Rating 123 The Score is 62.01 to 62.50										Rating 124 The Score is 62.51 to 63.00										Rating 125 The Score is 63.01 to 63.50										Rating 126 The Score is 63.51 to 64.00										Rating 127 The Score is 64.01 to 64.50										Rating 128 The Score is 64.51 to 65.00										Rating 129 The Score is 65.01 to 65.50										Rating 130 The Score is 65.51 to 66.00										Rating 131 The Score is 66.01 to 66.50										Rating 132 The Score is 66.51 to 67.00										Rating 133 The Score is 67.01 to 67.50										Rating 134 The Score is 67.51 to 68.00										Rating 135 The Score is 68.01 to 68.50										Rating 136 The Score is 68.51 to 69.00										Rating 137 The Score is 69.01 to 69.50										Rating 138 The Score is 69.51 to 70.00										Rating 139 The Score is 70.01 to 70.50										Rating 140 The Score is 70.51 to 71.00										Rating 141 The Score is 71.01 to 71.50										Rating 142 The Score is 71.51 to 72.00										Rating 143 The Score is 72.01 to 72.50										Rating 144 The Score is 72.51 to 73.00										Rating 145 The Score is 73.01 to 73.50										Rating 146 The Score is 73.51 to 74.00										Rating 147 The Score is 74.01 to 74.50										Rating 148 The Score is 74.51 to 75.00										Rating 149 The Score is 75.01 to 75.50										Rating 150 The Score is 75.51 to 76.00										Rating 151 The Score is 76.01 to 76.50										Rating 152 The Score is 76.51 to 77.00										Rating 153 The Score is 77.01 to 77.50										Rating 154 The Score is 77.51 to 78.00										Rating 155 The Score is 78.01 to 78.50										Rating 156 The Score is 78.51 to 79.00										Rating 157 The Score is 79.01 to 79.50										Rating 158 The Score is 79.51 to 80.00										Rating 159 The Score is 80.01 to 80.50										Rating 160 The Score is 80.51 to 81.00										Rating 161 The Score is 81.01 to 81.50										Rating 162 The Score is 81.51 to 82.00										Rating 163 The Score is 82.01 to 82.50										Rating 164 The Score is 82.51 to 83.00										Rating 165 The Score is 83.01 to 83.50										Rating 166 The Score is 83.51 to 84.00										Rating 167 The Score is 84.01 to 84.50										Rating 168 The Score is 84.51 to 85.00										Rating 169 The Score is 85.01 to 85.50										Rating 170 The Score is 85.51 to 86.00										Rating 171 The Score is 86.01 to 86.50										Rating 172 The Score is 86.51 to 87.00										Rating 173 The Score is 87.01 to 87.50										Rating 174 The Score is 87.51 to 88.00										Rating 175 The Score is 88.01 to 88.50										Rating 176 The Score is 88.51 to 89.00										Rating 177 The Score is 89.01 to 89.50										Rating 178 The Score is 89.51 to 90.00										Rating 179 The Score is 90.01 to 90.50										Rating 180 The Score is 90.51 to 91.00										Rating 181 The Score is 91.01 to 91.50										Rating 182 The Score is 91.51 to 92.00										Rating 183 The Score is 92.01 to 92.50										Rating 184 The Score is 92.51 to 93.00										Rating 185 The Score is 93.01 to 93.50										Rating 186 The Score is 93.51 to 94.00										Rating 187 The Score is 94.01 to 94.50										Rating 188 The Score is 94.51 to 95.00										Rating 189 The Score is 95.01 to 95.50										Rating 190 The Score is 95.51 to 96.00										Rating 191 The Score is 96.01 to 96.50										Rating 192 The Score is 96.51 to 97.00										Rating 193 The Score is 97.01 to 97.50										Rating 194 The Score is 97.51 to 98.00										Rating 195 The Score is 98.01 to 98.50										Rating 196 The Score is 98.51 to 99.00										Rating 197 The Score is 99.01 to 99.50										Rating 198 The Score is 99.51 to 100.00										Rating 199 The Score is 100.01 to 100.50										Rating 200 The Score is 100.51 to 101.00										Rating 201 The Score is 101.01 to 101.50										Rating 202 The Score is 101.51 to 102.00										Rating 203 The Score is 102.01 to 102.50										Rating 204 The Score is 102.51 to 103.00										Rating 205 The Score is 103.01 to 103.50										Rating 206 The Score is 103.51 to 104.00										Rating 207 The Score is 104.01 to 104.50										Rating 208 The Score is 104.51 to 105.00										Rating 209 The Score is 105.01 to 105.50										Rating 210 The Score is 105.51 to 106.00										Rating 211 The Score is 106.01 to 106.50										Rating 212 The Score is 106.51 to 107.00										Rating 213 The Score is 107.01 to 107.50										Rating 214 The Score is 107.51 to 108.00										Rating 215 The Score is 108.01 to 108.50										Rating 216 The Score is 108.51 to 109.00										Rating 217 The Score is 109.01 to 109.50										Rating 218 The Score is 109.51 to 110.00										Rating 219 The Score is 110.01 to 110.50										Rating 220 The Score is 110.51 to 111.00										Rating 221 The Score is 111.01 to 111.50										Rating 222 The Score is 111.51 to 112.00										Rating 223 The Score is 112.01 to 112.50										Rating 224 The Score is 112.51 to 113.00										Rating 225 The Score is 113.01 to 113.50										Rating 226 The Score is 113.51 to 114.00										Rating 227 The Score is 114.01 to 114.50										Rating 228 The Score is 114.51 to 115.00										Rating 229 The Score is 115.01 to 115.50										Rating 230 The Score is 115.51 to 116.00										Rating 231 The Score is 116.01 to 116.50										Rating 232 The Score is 116.51 to 117.00										Rating 233 The Score is 117.01 to 117.50										Rating 234 The Score is 117.51 to 118.00										Rating 235 The Score is 118.01 to 118.50										Rating 236 The Score is 118.51 to 119.00										Rating 237 The Score is 119.01 to 119.50										Rating 238 The Score is 119.51 to 120.00										Rating 239 The Score is 120.01 to 120.50										Rating 240 The Score is 120.51 to 121.00										Rating 241 The Score is 121.01 to 121.50										Rating 242 The Score is 121.51 to 122.00										Rating 243 The Score is 122.01 to 122.50										Rating 244 The Score is 122.51 to 123.00										Rating 245 The Score is 123.01 to 123.50										Rating 246 The Score is 123.51 to 124.00										Rating 247 The Score is 124.01 to 124.50										Rating 248 The Score is 124.51 to 125.00										Rating 249 The Score is 125.01 to 125.50										Rating 250 The Score is 125.51 to 126.00										Rating 251 The Score is 126.01 to 126.50										Rating 252 The Score is 126.51 to 127.00										Rating 253 The Score is 127.01 to 127.50										Rating 254 The Score is 127.51 to 128.00										Rating 255 The Score is 128.01 to 128.50										Rating 256 The Score is 128.51 to 129.00										Rating 257 The Score is 129.01 to 129.50										Rating 258 The Score is 129.51 to 130.00										Rating 259 The Score is 130.01 to 130.50										Rating 260 The Score is 130.51 to 131.00										Rating 261 The Score is 131.01 to 131.50										Rating 262 The Score is 131.51 to 132.00										Rating 263 The Score is 132.01 to 132.50										Rating 264 The Score is 132.51 to 133.00										Rating 265 The Score is 133.01 to 133.50										Rating 266 The Score is 133.51 to 134.00										Rating 267 The Score is 134.01 to 134.50										Rating 268 The Score is 134.51 to 135.00										Rating 269 The Score is 135.01 to 135.50										Rating 270 The Score is 135.51 to 136.00										Rating 271 The Score is 136.01 to 136.50										Rating 272 The Score is 136.51 to 137.00										Rating 273 The Score is 137.01 to 137.50										Rating 274 The Score is 137.51 to 138.00										Rating 275 The Score is 138.01 to 138.50										Rating 276 The Score is 138.51 to 139.00										Rating 277 The Score is 139.01 to 139.50										Rating 278 The Score is 139.51 to 140.00										Rating 279 The Score is 140.01 to 140.50										Rating 280 The Score is 140.51 to 141.00										Rating 281 The Score is 141.01 to 141.50										Rating 282 The Score is 141.51 to 142.00										Rating 283 The Score is 142.01 to 142.50										Rating 284 The Score is 142.51 to 143.00										Rating 285 The Score is 143.01 to 143.50										Rating 286 The Score is 143.51 to 144.00										Rating 287 The Score is 144.01 to 144.50										Rating 288 The Score is 144.51 to 145.00										Rating 289 The Score is 145.01 to 145.50										Rating 290 The Score is 145.51 to 146.00										Rating 291 The Score is 146.01 to 146.50										Rating 292 The Score is 146.51 to 147.00										Rating 293 The Score is 147.01 to 147.50										Rating 294 The Score is 147.51 to 148.00										Rating 295 The Score is 148.01 to 148.50										Rating 296 The Score is 148.51 to 149.00										Rating 297 The Score is 149.01 to 149.50										Rating 298 The Score is 149.51 to 150.00										Rating 299 The Score is 150.01 to 150.50										Rating 300 The Score is 150.51 to 151.00										Rating 301 The Score is 151.01 to 151.50										Rating 302 The Score is 151.51 to 152.00										Rating 303 The Score is 152.01 to 152.50										Rating 304 The Score is 152.51 to 153.00										Rating 305 The Score is 153.01 to 153.50										Rating 306 The Score is 153.51 to 154.00										Rating 307 The Score is 154.01 to 154.50										Rating 308 The Score is 154.51 to 155.00										Rating 309 The Score is 155.01 to 155.50										Rating 310 The Score is 155.51 to 156.00										Rating 311 The Score is 156.01 to 156.50										Rating 312 The Score is 156.51 to 157.00										Rating 313 The Score is 157.01 to 157.50										Rating 314 The Score is 157.51 to 158.00										Rating 315 The Score is 158.01 to 158.50										Rating 316 The Score is 158.51 to 159.00										Rating 317 The Score is 159.01 to 159.50										Rating 318 The Score is 159.51 to 160.00										Rating 319 The Score is 160.01 to 160.50										Rating 320 The Score is 160.51 to 161.00										Rating 321 The Score is 161.01 to 161.50										Rating 322 The Score is 161.51 to 162.00										Rating 323 The Score is 162.01 to 162.50										Rating 324 The Score is 162.51 to 163.00										Rating 325 The Score is 163.01 to 163.50										Rating 326 The Score is 163.51 to 164.00										Rating 327 The Score is 164.01 to 164.50										Rating 328 The Score is 164.51 to 165.00										Rating 329 The Score is 165.01 to 165.50										Rating 330 The Score is 165.51 to 166.00										Rating 331 The Score is 166.01 to 166.50										Rating 332 The Score is 166.51 to 167.00										Rating 333 The Score is 167.01 to 167.50										Rating 334 The Score is 167.51 to 168.00										Rating 335 The Score is 168.01 to 168.50										Rating 336 The Score is 168.51 to 169.00										Rating 337 The Score is 169.01 to 169.50										Rating 338 The Score is 169.51 to 170.00										Rating 339 The Score is 170.01 to 170.50										Rating 340 The Score is 170.51 to 171.00										Rating 341 The Score is 171.01 to 171.50										Rating 342 The Score is 171.51 to 172.00										Rating 343 The Score is 172.01 to 172.50										Rating 344 The Score is 172.51 to 173.00										Rating 345 The Score is 173.01 to 173.50										Rating 346 The Score is 173.51 to 174.00										Rating 347 The Score is 174.01 to 174.50										Rating 348 The Score is 174.51 to 175.00										Rating 349 The Score is 175.01 to 175.50										Rating 350 The Score is 175.51 to 176.00										Rating 351 The Score is 176.01 to 176.50										Rating 352 The Score is 176.51 to 177.00										Rating 353 The Score is 177.01 to 177.50										Rating 354 The Score is 177.51 to 178.00										Rating 355 The Score is 178.01 to 178.50										Rating 356 The Score is 178.51 to 179.00										Rating 357 The Score is 179.01 to 179.50										Rating 358 The Score is 179.51 to 180.00										Rating 359 The Score is 180.01 to 180.50										Rating 360 The Score is 180.51 to 181.00										Rating 361 The Score is 181.01 to 181.50										Rating 362 The Score is 181.51 to 182.00										Rating 363 The Score is 182.01 to 182.50										Rating 364 The Score is 182.51 to 183.00										Rating 365 The Score is 183.01 to 183.50										Rating 366 The Score is 183.51 to 184.00										Rating 367 The Score is 184.01 to 184.50										Rating 368 The Score is 184.51 to 185.00										Rating 369 The Score is 185.01 to 185.50										Rating 370 The Score is 185.51 to 186.00										Rating 371 The Score is 186.01 to 186.50										Rating 372 The Score is 186.51 to 187.00										Rating 373 The Score is 187.01 to 187.50										Rating 374 The Score is 187.51 to 188.00										Rating 375 The Score is 188.01 to 188.50										Rating 376 The Score is 188.51 to 189.00										Rating 377 The Score is 189.01 to 189.50										Rating 378 The Score is 189.51 to 190.00										Rating 379 The Score is 190.01 to 190.50										Rating 380 The Score is									
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EVALUATOR FORM 2

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HED scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

Date: 02/04/2014 Time/Period: 9:54 - 10:14/Pd 3

19K878-EAST NEW YORK MIDDLE SCHOOL OF
Location: EXCELLENCE

Component/Rationale for Score

1a: Demonstrating knowledge of content and pedagogy The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	2- Developing
1b: Demonstrating knowledge of students The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills.	1- Ineffective
1c: Setting instructional outcomes They are stated as student activities, rather than as outcomes for learning.	1- Ineffective
1d: Demonstrating knowledge of resources The teacher is unaware of resources to assist student learning.	1- Ineffective
1e: Designing coherent instruction Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations.	1- Ineffective
1f: Designing student assessments Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed.	1- Ineffective
2a: Creating an environment of respect and rapport Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies.	2- Developing
2b: Establishing a culture for learning The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand.	1- Ineffective
2c: Managing classroom procedures Much instructional time is lost due to inefficient classroom routines and procedures.	1- Ineffective
2d: Managing student behavior Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher responses to student misbehavior is consistent, proportional, and respectful to students and is effective.	3- Effective
2e: Organizing physical space The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology.	2- Developing
3a: Communicating with students The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. (The Aim did not reflect what the student were working on - the Aim on the lesson plan did not match the Aim written on the board.)	1- Ineffective
3b: Using questioning and discussion techniques The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher	1- Ineffective

Last Revised: 02/06/14 9:38:44 AM

mediating all questions and answers: the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	
3c: Engaging students in learning The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. (Students who were still writing were grouped with students that were editing their written work.)	1- Ineffective
3d: Using assessment in instruction Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. (Responses to students regarding their work was general - for example, student was told "nice little piece.")	1- Ineffective
3e: Demonstrating flexibility and responsiveness The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	2- Developing
4a: Reflecting on teaching	N/A
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A
4d: Participating in the professional community	N/A
4e: Growing and developing professionally	N/A
4f: Showing professionalism	N/A

Teacher ID

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Area(s) of Strength:

2d: Managing student behavior - Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. There was constant walking around while the students were working.

Priority Area(s) for Growth:

1c: Setting instructional outcomes - All outcomes must represent high-level learning in the discipline. They are to be clear, are written in the form of student learning, and permit viable methods of assessment. There was little evidence of clear learning outcome as the student learning outcome did not match with what the students were working on. (Learning outcome written on the lesson plan - students will be able to write a creative essay about waves - did not align to what the students were actually working on - Revising and peer editing). Please make sure to have the learning outcome align to what the students will work on during the lesson.

One of our instructional expectations for the year is student-to-student discussions. Please provide every opportunity for students to engage in peer or group discussions.

Please feel free to make an appointment with me to discuss your observation.

Thank you for your continued efforts in improving your pedagogy.

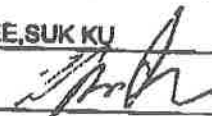
Evaluator's signature



Date 2/6/2014

Evaluator's name (print) LEE, SUK KU

Teacher's signature



Date 2/17/2014

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Last Revised: 02/06/14 9:59:46 AM

Teacher ID [REDACTED]Teacher Name EDGAR TELESFORD**EVALUATOR FORM 2**

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HED scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

19K678-EAST NEW
YORK MIDDLE
SCHOOL OF
EXCELLENCE

Date: 04/10/2014 Time/Period: 8:25 - 8:45 / Pd 1

Location : EXCELLENCE

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. However, the teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	3- Effective
1b: Demonstrating knowledge of students The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	2- Developing
1c: Setting instructional outcomes Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	2- Developing
1d: Demonstrating knowledge of resources The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill.	2- Developing
1e: Designing coherent instruction Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students.	2- Developing
1f: Designing student assessments Assessment results are used to design lesson plans for the whole class, not individual students.	2- Developing

Last Revised: 04/10/14 2:54:26 PM By msmall2

5.5.1

2a: Creating an environment of respect and rapport Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, and disregard for students' engagement, and cognitive levels.	2- Developing
2b: Establishing a culture for learning High expectations for learning are reserved for only some students. Some students were left to sit with there heads down or not on task.	2- Developing
2c: Managing classroom procedures There is little loss of instructional time due to effective classroom routines and procedures.	3- Effective
2d: Managing student behavior Overall, student behavior is generally appropriate.	3- Effective
2e: Organizing physical space The teacher makes modest use of physical resources, including computer technology.	2- Developing
3a: Communicating with students The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.	2- Developing
3b: Using questioning and discussion techniques The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	2- Developing
3c: Engaging students in learning The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.	2- Developing
3d: Using assessment in instruction The teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	2- Developing
3e: Demonstrating flexibility and responsiveness The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal.	2- Developing
4a: Reflecting on teaching	N/A
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A
4d: Participating in the professional community	N/A
4e: Growing and developing professionally	N/A

Last Revised: 04/10/14 2:54:26 PM By memall2

Teacher ID [REDACTED]

Teacher Name EDGAR TELESFORD

4f: Showing professionalism

N/A

Last Revised: 04/10/14 2:54:26 PM By mamall2

4-13

Teacher ID [REDACTED]

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Areas of Strength:

2c: Managing classroom procedures: Although instructional time is maximized due to efficient and seamless classroom routines and procedures, Students should also take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies.

Priority Areas of Growth:

3b: Using questioning and discussion techniques: Please use a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.

One of our instructional expectations for the year is student-to-student discussions. Please provide every opportunity for students to engage in peer or group discussions.

Please feel free to make an appointment with me to discuss your observation.

Thank you for your continued efforts in improving your pedagogy.

Evaluator's signature



Date

04/24/2014

Evaluator's name (print) SMALL, MALIK

Teacher's signature



Date

04/24/2014

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Last Revised: 04/10/14 2:54:26 PM By mmell2

Teacher ID [REDACTED]Teacher Name EDGAR TELESFORD**EVALUATOR FORM 2**

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HED scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

Date: 05/05/2014 Time/Period: 11:25am-11:45am

19K678-EAST NEW
YORK MIDDLE
SCHOOL OF
EXCELLENCE

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	3- Effective
1b: Demonstrating knowledge of students The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	2- Developing
1c: Setting instructional outcomes The outcomes represent low expectations for students and lack of rigor.	1- Ineffective
1d: Demonstrating knowledge of resources The teacher displays awareness of resources beyond those provided by the school or district	3- Effective
1e: Designing coherent instruction Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students.	2- Developing
1f: Designing student assessments . Assessment criteria and standards have been developed, but they are not clear.	2- Developing
2a: Creating an environment of respect and rapport •The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	2- Developing
2b: Establishing a culture for learning •The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.	3- Effective

Last Revised: 05/12/14 9:18:06 AM By msma12

EDT 5/14/2014

2c: Managing classroom procedures •Students not working directly with the teacher are only partially engaged.	2- Developing
2d: Managing student behavior Standards of conduct appear to have been established, but their implementation is inconsistent.	2- Developing
2e: Organizing physical space The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	2- Developing
3a: Communicating with students •The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	2- Developing
3b: Using questioning and discussion techniques The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.	1- Ineffective
3c: Engaging students in learning The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking.	2- Developing
3d: Using assessment in instruction Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	2- Developing
3e: Demonstrating flexibility and responsiveness •The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.	2- Developing
4a: Reflecting on teaching	N/A
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A
4d: Participating in the professional community The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so.	2- Developing
4e: Growing and developing professionally Teacher participates to a limited extent in professional activities when they are convenient.	2- Developing
4f: Showing professionalism The teacher must be reminded by supervisors about complying with school and district regulations.	2- Developing

Last Revised: 05/12/14 9:18:06 AM By msmall2

Teacher ID 0 [REDACTED]

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Areas of Strength: The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.

Priority Areas of Growth: Please use a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.

Please feel free to schedule an appointment with me to discuss this observation.

Evaluator's signature [Signature]

Date 5/12/14

Evaluator's name (print) SMALL, MALIK

Teacher's signature [Signature]

Date 5/12/2014

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Last Revised: 05/12/14 9:18:06 AM By msmall2

Teacher ID

Teacher Name EDGAR TELESFORD**EVALUATOR FORM 2**

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HED scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

19K678-EAST NEW
YORK MIDDLE
SCHOOL OF
EXCELLENCE

Date: 05/16/2014 Time/Period: 9:19-9:35AM/Pd 2

Location : EXCELLENCE

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy	N/A
1b: Demonstrating knowledge of students The teacher understands the active nature of student learning and attains information about levels of development for groups of students.	3- Effective
1c: Setting instructional outcomes Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of an activity only. (SLO: Students will be able to know what is expected of them on their science fair.)	2- Developing
1d: Demonstrating knowledge of resources	N/A
1e: Designing coherent instruction	N/A
1f: Designing student assessments All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.	3- Effective
2a: Creating an environment of respect and rapport Teacher-student interactions are friendly and demonstrate general caring and respect.	3- Effective
2b: Establishing a culture for learning The classroom culture is a place where learning is valued by most. (The teacher states "Everyone who participates will get some sort of reward" but does not convey the importance of hard work.)	2- Developing
2c: Managing classroom procedures There is little loss of instructional time due to effective classroom routines and procedures.	3- Effective

Last Revised: 05/21/14 11:52:37 PM By slee25

2d: Managing student behavior Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct.	3- Effective
2e: Organizing physical space The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	2- Developing
3a: Communicating with students The instructional purpose of the lesson is communicated to students, but the teacher does not tie it to the broader scope of learning. (The teacher mainly focuses on how the project should be completed but does not tie it to the broader spectrum of the purpose of the project.)	2- Developing
3b: Using questioning and discussion techniques The teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher does not attempt to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking. (The teacher mainly recites what is required for the project, but does not provide opportunities for students to internalize the purpose of the project.)	2- Developing
3c: Engaging students in learning The learning tasks and activities are aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. (Students are not provided with the opportunity to reflect on their understanding of the project. Students are asked to read the directions of the project verbatim.)	2- Developing
3d: Using assessment in instruction Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. (Student are not provided with the opportunity to reflect on their projects. The teacher does not provide students with the opportunity to share their understanding of the project.)	2- Developing
3e: Demonstrating flexibility and responsiveness The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. (The teacher mainly uses lecture style instruction without the opportunities for students to share their understanding.)	2- Developing
4a: Reflecting on teaching The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. (When asked to reflect on their practice, the teacher asks for suggestions rather than reflecting on their practice.)	2- Developing
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A

Last Revised: 05/21/14 11:52:37 PM By slee25

Teacher ID

Teacher Name EDGAR TELESFORD

4d: Participating in the professional community The teacher participates in school events and school and district projects when specifically asked.	2- Developing
4e: Growing and developing professionally The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.	2- Developing
4f: Showing professionalism The teacher must be reminded by supervisors about complying with school and district regulations. (Teacher has to be reminded of coverages and getting to meetings and classes on time.)	2- Developing

Last Revised: 06/21/14 11:52:37 PM By slee25

Teacher ID [REDACTED]

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Area(s) of Strength:

1f: Designing student assessments: All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan should contain evidence of student contribution to its development.

Priority Area(s) for Growth:

3c: Engaging students in learning: Rather than recitation style of disseminating information about the project, the students should be more involved in demonstrating their understanding of the project through self reflective discussion among their peers.

One of our instructional expectations for the year is student-to-student discussions. Please provide every opportunity for students to engage in peer or group discussions. Variety or series of questions or prompts should be used to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students should formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves should ensure that all voices are heard in the discussion.

Please feel free to make an appointment with me to discuss your observation.

Thank you for your continued efforts in improving your pedagogy.

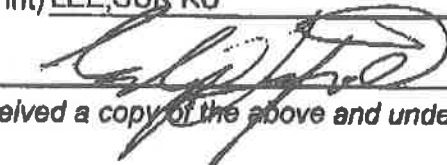
Evaluator's signature



Date 5/22/2014

Evaluator's name (print) LEE, SUK KU

Teacher's signature



Date _____

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Last Revised: 06/21/14 11:52:37 PM By slae25

Teacher ID

Teacher Name EDGAR TELESFORD**EVALUATOR FORM 2**

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HED scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

19K678-EAST NEW
YORK MIDDLE
SCHOOL OF
EXCELLENCE

Date: 05/23/2014 Time/Period: 11:20-11:40AM/Pd 5

Location : EXCELLENCE

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher was asked to submit a lesson plan but did not send it.	N/A
1b: Demonstrating knowledge of students The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. (There were a number of students unable to start on their work and were sitting idly.)	2- Developing
1c: Setting instructional outcomes Lesson plan unavailable.	N/A
1d: Demonstrating knowledge of resources The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. (The teacher does not seek out for any professional growth or does so only when prompted.)	2- Developing
1e: Designing coherent instruction Lesson plan unavailable.	N/A
1f: Designing student assessments	N/A
2a: Creating an environment of respect and rapport Teacher-student interactions are friendly and demonstrate general caring and respect.	3- Effective
2b: Establishing a culture for learning Students exhibit a limited commitment to complete the work on their own; many students are sitting without initiating any work. Only when prompted, do the students begin their work.)	2- Developing

Last Revised: 05/27/14 9:05:01 AM By slee25

2c: Managing classroom procedures The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. (Several students only begin their work after being prompted and redirected.)	2- Developing
2d: Managing student behavior Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct.	3- Effective
2e: Organizing physical space The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	3- Effective
3a: Communicating with students Students working on independent projects.	N/A
3b: Using questioning and discussion techniques Students working on independent projects.	N/A
3c: Engaging students in learning The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime." (A number of students are sitting idly while the rest of the class work on their projects.)	2- Developing
3d: Using assessment in instruction Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students.	3- Effective
3e: Demonstrating flexibility and responsiveness The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. (Although some students suggest the use of their own devices, couple of student are left to sit without working on their projects.)	2- Developing
4a: Reflecting on teaching The teacher has no suggestions for how a lesson could be improved. (When asked on improving their practice, they respond by "what are your suggestions?" Only when asked to reflect on their practice does the teacher provide general ideas.)	1- Ineffective
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A
4d: Participating in the professional community The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. (The teacher does not seek out for opportunities in	2- Developing

Last Revised: 05/27/14 9:05:01 AM By slee25

Teacher ID [REDACTED]Teacher Name EDGAR TELESFORD

improving their practice.)	
4e: Growing and developing professionally Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.	2- Developing
4f: Showing professionalism The teacher must be reminded by supervisors about complying with school and district regulations. (The teacher must be reminded to be at a coverage.)	2- Developing

Last Revised: 05/27/14 9:05:01 AM By slee25

Teacher ID

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Area(s) of Strength:

3d: Using assessment in instruction: Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. To take the practice further the teacher should use Questions and assessments regularly to diagnose evidence of learning by individual students.

Priority Area(s) for Growth:

4a: Reflecting on teaching: The teacher should make a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. The teacher should also draw on an extensive repertoire of skills, the teacher should offer specific alternative actions, complete with the probable success of different courses of action. To take the practice further the teacher should seek out more opportunities for professional growth.

One of our instructional expectations for the year is student-to-student discussions. Please provide every opportunity for students to engage in peer or group discussions.

Please feel free to make an appointment with me to discuss your observation.

Thank you for your continued efforts in improving your pedagogy.

Evaluator's signature

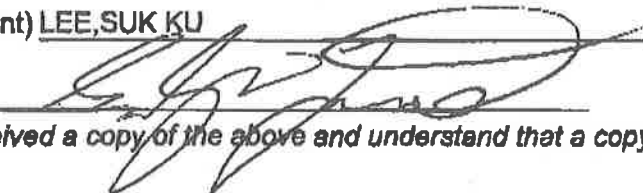


Date

5/21/2014

Evaluator's name (print) LEE, SUK KU

Teacher's signature



Date

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Last Revised: 05/27/14 9:05:01 AM By slcc25

Teacher ID

Teacher Name EDGAR TELESFORD**EVALUATOR FORM 2**

Use this form to evaluate and score evidence on each of the components of the Danielson rubric on a 1-4 HED scale. Evidence may be from the formal observation cycle including the pre and post observation conferences, classroom observation including any documents collected/observed in the classroom. If there is no evidence for a component, N/A (Not Applicable) should be entered.

For teachers who select observation option #1: Evaluators should only rate on Domains 2 and 3 when conducting informal classroom observations.

The evidence/scores on this form are from: Informal Classroom Observation (Option #2)

Observation Time/Location:

19K678-EAST NEW
YORK MIDDLE
SCHOOL OF
EXCELLENCE

Date: 05/27/2014 Time/Period: 8:05-8:30

Location : EXCELLENCE

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	3- Effective
1b: Demonstrating knowledge of students •The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."	2- Developing
1c: Setting instructional outcomes •Outcomes represent a mixture of low expectations and rigor. •Some outcomes reflect important learning in the discipline.	2- Developing
1d: Demonstrating knowledge of resources The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	3- Effective
1e: Designing coherent instruction •Instructional groups are random, or they only partially support objectives. •Lesson structure is uneven or may be unrealistic about time expectations.	2- Developing
1f: Designing student assessments Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	2- Developing
2a: Creating an environment of respect and rapport Teacher-student interactions are friendly and demonstrate general caring and respect.	3- Effective
2b: Establishing a culture for learning	3- Effective

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Teacher ID

Teacher Name EDGAR TELESFORD

•The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.	
2c: Managing classroom procedures Some instructional time is lost due to partially effective classroom routines and procedures.	2- Developing
2d: Managing student behavior Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	2- Developing
2e: Organizing physical space The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology.	2- Developing
3a: Communicating with students •The teacher states clearly, at some point during the lesson, what the students will be learning.	3- Effective
3b: Using questioning and discussion techniques The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	2- Developing
3c: Engaging students in learning The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.	2- Developing
3d: Using assessment in instruction There is little evidence that the students understand how their work will be evaluated.	2- Developing
3e: Demonstrating flexibility and responsiveness •The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.	2- Developing
4a: Reflecting on teaching	N/A
4b: Maintaining accurate records	N/A
4c: Communicating with families	N/A
4d: Participating in the professional community •When invited, the teacher participates in activities related to professional inquiry. •When asked, the teacher participates in school activities, as well as district and community projects.	2- Developing
4e: Growing and developing professionally	N/A
4f: Showing professionalism	N/A

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Teacher ID

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Priority Area of Strength: The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.

Priority Area of Growth: Please work to create a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. Please work to challenge students to justify their thinking and successfully engage most students in the discussion, employing a range of strategies to ensure that most students are heard.

Please feel free to make an appointment with me to discuss this observation.


Evaluator's signature



Date 5/29/14

Evaluator's name (print) SMALL MALIK

Teacher's signature



Date _____

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

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EVALUATOR FORM 1**Artifact Form**

Use this form to:

- 1) Evaluate and score teacher-submitted artifacts provided at the Initial Planning Conference or Pre-Observation Conference, Post-Observation Conference or prior to the Summative End of Year Conference. Evaluators should also use this form to score any artifacts submitted pursuant to an evaluator's request for additional artifacts where there is no evidence on any of the 22 rubric components.
 - Teachers may submit up to 8 artifacts: up to 2 artifacts may be submitted at the Initial Planning Conference or Pre-Observation Conference and up to 2 artifacts may be submitted at the Post-Observation Conference.
 - Each of the up to eight artifacts (plus any requested to complete evaluation on all components) should be scored independently of each other.
 - Each artifact should be evaluated using a separate form.
- 2) Provide teachers with an end-of-year artifact rating. In deriving this rating, evaluators must consider teacher-submitted artifact ratings, artifacts submitted pursuant to an evaluator's request for additional artifacts, and other evidence of practice considered at the summative end of year conference.

The evaluator should use this form to score any relevant Danielson 2013 components below (Domains 1 and 4). If an artifact is not relevant to/does not illustrate evidence for a component, N/A should be entered. Artifacts should not be double counted (they should only be rated on this form and not on Evaluator Form 2).

Lesson Plan
 Sample Student Assessment/Rubric
 Teacher Reflection
 Parent Teacher Conference Log
 Student Contract
 Syllabus

Artifact Description: PD CertificateSubmitted at or prior to: End-of-Year Artifact Rating

Component/Rationale for Score	
1a: Demonstrating knowledge of content and pedagogy The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.	2- Developing
1b: Demonstrating knowledge of students The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	2- Developing
1c: Setting instructional outcomes Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and	2- Developing

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activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	
1d: Demonstrating knowledge of resources The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	2- Developing
1e: Designing coherent instruction Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations	2- Developing
1f: Designing student assessments Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	2- Developing
4a: Reflecting on teaching The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	2- Developing
4b: Maintaining accurate records The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	2- Developing
4c: Communicating with families The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	2- Developing
4d: Participating in the professional community The teacher's relationships with colleagues are characterized by negativity or combativeness.	1- Ineffective
4e: Growing and developing professionally Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	2- Developing
4f: Showing professionalism	2- Developing

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The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

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Teacher ID [REDACTED]

Teacher Name EDGAR TELESFORD

Additional Evaluator Notes (please attach more pages, as necessary):

Evaluator's signature



Date

7/1/14

Evaluator's name (print) SMALL, MALIK

Teacher's signature

Date

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